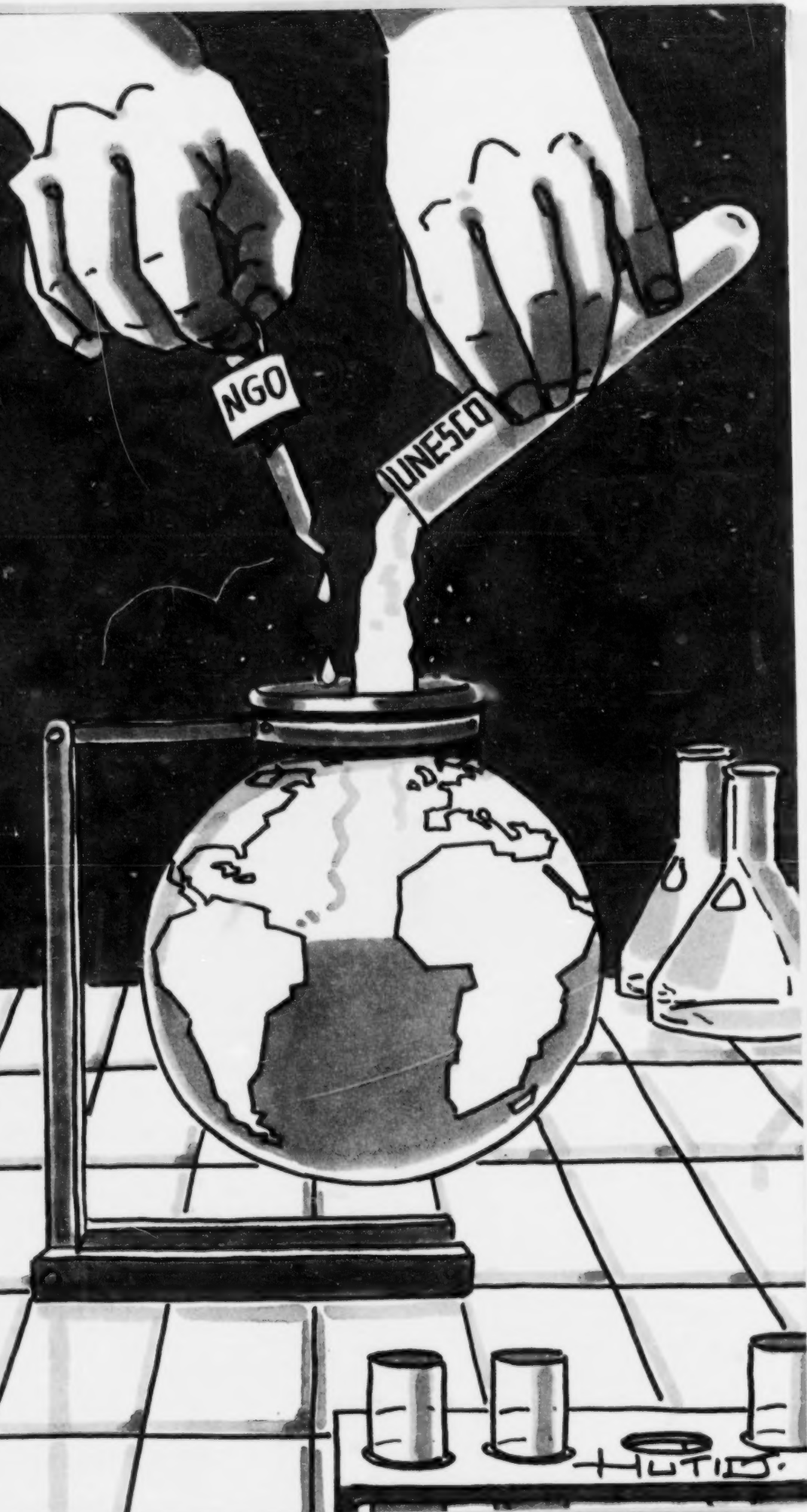


UNESCO SOURCES



N° 34 - FEBRUARY 1992

**UNESCO
& NGOs
A BLENDING
OF TALENTS**



Readers, we have reserved this page for your comments, suggestions and criticisms. Consider it yours!

CULTURALLY ISOLATED

Manuel Norvat
Documentalist
Pointe-à-Pitre
Guadeloupe, France

After reading the article "Caribbean Calling", in your December issue, I was pleasantly surprised to learn that UNESCO had contributed to the project "Caribbean Eye" for the production of films to be broadcast by television stations in the region. This is an initiative which should, "in a region saturated by foreign media", represent a valuable educational and cultural tool, a contribution towards the forging of a Caribbean consciousness.

Unfortunately, I am not convinced that the francophone populations of Martinique and Guadeloupe, whose programmes are those of French national channels (Antenne 2 and FR3) will be able to view these documentaries produced by "foreigners" in Trinidad. They, however, are just as Caribbean and cannot hope to develop their cultural community if they continue to be isolated from their neighbours.



Banyan aims at as wide distribution as possible, an effort which UNESCO strongly supports, notably by presenting the films in Paris, and encouraging all interested persons, notably TV stations, to contact Banyan Productions Ltd, 15 Cipriani Blvd., Newtown, Port-of-Spain, Trinidad & Tobago. -Ed.

POORLY CHOSEN SYMBOL

R. Vallée
Paris, France

The mortarboard of Anglo-Saxon (Oxford) origin on the cover of your December issue, was poorly chosen as a universal symbol of higher education.



To the best of our knowledge, there is no universal symbol of higher education, whereas the mortarboard of Oxford is recognized around the world. -Ed.

ANOTHER FORM OF TWINNING

Jacques Duhaut
Wholesaler
Namur, Belgium

Reflecting on your article devoted to UNITWIN (December 1991), it occurred to me that it might be possible to organize a kind of "twinning of individuals" particularly directed to East and Central Europe. In this case, a university or faculty in the "West" would supplement the income and improve research facilities of colleagues in the "East", thereby enabling them to remain in their own universities, in their own countries where they are so desperately needed, instead of being "bought" off (for obviously irresistible salaries and inviting conditions) by higher learning institutions in the rich countries.

THE "S" IN UNESCO

Francis Bartels
Former UNESCO adviser in African Education
Chatillon, France

Your article (December 1991) "William Carr: A Founding Member of UNESCO Walks Down Memory Lane" refers to Dr. Carr's recollection that, at the London Conference of November 1945, scientists exerted pressure for "science" to be included in the name of the Organization and that "one of the delegates, the Chinese," he thought, "said *UNESCO* was too hard to pronounce. Let's call it *UNESCO*. Such a powerful argument won complete support and that's how it was called."

Your readers may wish to know that the Delegation of China had, in fact, proposed on the first day of the parent Conference at San Francisco (April 9 to June 25, 1945) that the UN Charter "should provide for the promotion of educational and other forms of cultural co-operation" (W. Carr: *The Continuing Education of William Carr*, N.E.A. 1978, p. 98). This delegation expressed the same interest when UNESCO was born in London five months later.

Julian Huxley, the first Director-General of UNESCO, takes up the story. "The London Meeting," he recalled, "did not have the word 'science' in its terms of reference, and it was the British Delegation," including himself, "which got this altered so that *UNESCO* became *UNESCO*". This, in his opinion, "was very important considering the role which pure and applied science plays in our lives" (H. Huxley: BBC interview, reproduced in *Outlook*, A programme on UNESCO at Forty, 4 November 1986).

Ellen Wilkinson, the British Minister of Education who presided over the London Conference, however, has the last word. She said, "Though *Science* was not included in the original title of the Organization, the British delegation will put forward a proposal that it be included, so that the title would run 'Educational, Scientific and Cultural Organization'" (ECO/CONF/29 p.24 UNESCO Archives).

PARTICULARLY CULTURE

D. Manuel
Archbishop of Nampula
Mozambique

I am writing to thank you for all your efforts and help, particularly in the field of culture. This, in fact, is the domain which most interests us as we feel there will never be true human and social progress without real cultural development.

INFORMATION TO SHARE

Carlos B. Parque
Teacher
Sao Tome and Principe

Each month I receive your very interesting publication which I look upon as a particularly precious tool since it contains so much useful information. I share it with my pupils and colleagues who are equally enthusiastic.

TOWARDS THE EAST

It was one and indivisible, but has now fragmented into at least a dozen pieces. From the defunct USSR has arisen a Commonwealth of Independent States.

The tremors from this geopolitical earthquake will undoubtedly jolt the long-standing "normalized" relationship between this region and the United Nations system, including UNESCO. This shake-up will not necessarily result from the likely wave of new memberships, which should prove no more difficult than the admission of the three Baltic states, but because of the urgency, the volume and the specific nature of the help being demanded.

As with the countries of Central Europe that have radically changed regime in recent years, these new states have freely chosen democracy and a market economy. However, the accelerated passage to this latter could easily give rise to an authoritarian drift that may brake the democratization process.

Confronted with this risk, the initial demands addressed to UNESCO, and the first discussions between the new leaders, have clearly shown their expectations of a rapid and massive transfer of knowledge and expertise. The leaders have also insisted that the assistance provided not strike at the dignity of the new states nor humiliate them.

UNESCO's response must not get bogged down by bureaucracy. The Organization must shift into top gear. It must move to keep up with situations that are changing daily, and to be as close as possible to the needs and customs of a region that is as singular - being outside the classic North-South category - as it is diversified. It must also work towards building a partnership with the new authorities and making the link with outside agencies, particularly the banking community, to conjugate UNESCO's savoir-faire with those who can provide the financial support. For, and it must be stressed, this movement towards the East must not undermine the Organization's commitments to other regions of the world.

René LEFORT

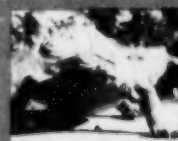
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FICHE



Scientists working in tandem with UNESCO.



Education for all in Mauritius.



Kennedy dragons at home.

Cover design:
B. Mello



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UNESCO SOURCES

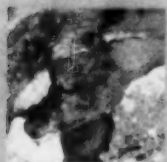
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BOOKS

GUIDELINES ON THE STUDY OF SEAWATER INTRUSION INTO RIVERS.

When a river discharges into the sea or ocean, saline water tends to slide over the river bottom because of its higher density (plus 2 to 3%) and move sometimes as far as 200 km inland, rendering the water unsuitable for domestic, agricultural, industrial and other uses.

Guidelines on the study of seawater intrusion into rivers
H. van der Tuin



due to lack of qualified personnel. Combined with geological and other physical complexities and the exposure to natural disasters, the hydrologic and water resources problems must be carefully considered. This guide to the selection of methods and practices appropriate to the special conditions of small islands, has been prepared to assist technicians, hydrologists, engineers and managers in the identification, assessment, development, management and protection of their water resources.

- **Hydrology and Water Resources of Small Islands: a practical guide**, edited by A. Falkland. *Studies and reports in hydrology* No. 49, UNESCO 1991, 435 pp., illus., maps, 180 FF. ISBN 92-3-102753-0.

WORLD DIRECTORY OF PEACE RESEARCH AND TRAINING INSTITUTIONS

The seventh edition of this Directory, the first edition of which appeared in 1966 as the "International Repertory of Institutions Specializing in Research on Peace and Disarmament", now covers both research and training institutions. Published in a trilingual - English, French, Spanish - edition as part of the series "World social science information directories", it covers institutions on the international, regional and national levels in more than 60 countries.

- **World Directory of Peace Research and Training Institutions**, 7th edition, *World Social Science Information Directories* series, UNESCO 1991, 354 pp., 120 FF. ISBN 92-3-002752-9.

HYDROLOGY AND WATER RESOURCES OF SMALL ISLANDS: a practical guide.

In most small islands water development projects have not achieved their goal, often because the technologies, design and materials were not suitable for either the environment or the cultural habits of the population, because operation and maintenance costs were excessive, or

studies conducted in the former USSR. Highlighting the ZAPROS (Closed Procedures by Reference Situations) Method, and the method of direct classification CLASS, it complements "Programming methods applicable to the guidance and management of national R&D" (No. 68, 1990, in French only), in the same series, published as part of a programme to collect, analyse and disseminate information on the organization of scientific research and science policies in Member States.

- **Practical Aspects of Scientific and Technological Research Programming: Case Studies from the USSR**, by Oleg I. Larichev and Alexey B. Petrovsky. *Science policy studies and documents* No. 72, UNESCO 1991, 38 pp., 40 FF. ISBN 92-3-102759-X.

PERIODICALS

INTERNATIONAL SOCIAL SCIENCE JOURNAL

Global Environment Change: Concepts, data, methods, modelling, co-operation with natural sciences.

One of the major challenges facing us at the end of the century, is that of gaining control of the often destructive effects of global environmental changes arising from human activity, a problem scheduled for debate at the UN Conference on Environment and Development in Rio de Janeiro (Brazil) next June. Policies intended to render producer and consumer behaviour less harmful to the environment can succeed only when the sources and consequences of such behaviour are understood. The acquisition of such understanding is the main goal of "The Human Dimensions of Global Environmental Change: An International Programme on Human Interactions with the Earth" to which a recent issue of ISSJ (No. 121) was devoted. The present issue (No. 130) looks at the questions of data, methods, and modelling raised by implementation of that research programme.

THE UNESCO COURIER APARTHEID: The Beginning of the End

After an introduction by UNESCO Director-General, Federico Mayor, the February *Courier*, under the pens of distinguished authors including Nadine Gordimer and Albie Sachs, traces the history of Apartheid and looks towards the future of non-racist South Africa. This issue also contains an interview with the world-renowned historian Joseph Ki-Zerbo (Burkina Faso).

RECORDS

EGYPT.

Taqâsim and Layâli: Cairo Tradition.

Departing from modal forms called *maqâm*, Arabian art music is essentially based on *taqâsim*, themes cast in an improvised form which the instrumentalist unfolds and expands in a sequence of elaborate styles and free rhythmic patterns. In vocal music, this kind of improvisation is called *Layâli*. This recording begins with *Layâli*, then continues with other improvisations on the



ud or *lute* (the word *lute* comes from the Arabic *al-'ud*) and the *nay*, a vertical flute. These examples, which are in the same mode (*Bayati*) enable the listener to compare the style of improvisation used in vocal music with that employed by players of wind and stringed instruments.

Publications and periodicals are on sale at the Unesco Bookshop, or by order from Unesco Press, 7 place de Fontenay, 75700 Paris, and in Member States through national distributors. Catalogue on request.

THE UNESCO CHAIR WOMAN AND HER MAN

UNESCO has some very competent experts in the field, but they rarely come in pairs like Paz and Jack Lutz, and even they didn't come that way.

When she was born in Marawi, Philippines, he was growing up in Pennsylvania, U.S.A., so it took a mighty set of circumstances and several UN agencies, mainly UNESCO, to get them together just about exactly in the middle. The event was an International Con-

UNDP integrated approach to "social sector development".

Probably closest to their hearts, however, is the UNDP/UNESCO pilot project, Bunumbu Teacher's College in Sierra Leone, for which Jack was Chief Technical Adviser and Paz wrote a UNESCO Training Manual for "Community Participation in Nutrition Education."

Although they both hold impressive PhDs in a variety of educational sciences, "relevance"



PAZ AND JACK LUTZ AT HEADQUARTERS (Photo UNESCO/Inez Forbes).

ference in Lagos, Nigeria, in 1977, and the couple's been inseparable ever since - even if there's often half a continent, generally Africa, in between.

Some 15 years and over a combined dozen UNESCO assignments in more than 20 African countries later, they were clearly delighted to meet at Paris Headquarters last month.

Paz was reporting in from Kenya where she was the first to occupy a UNESCO Chair - the first in Africa - in Child Care, Education and Nutrition at the Kenyatta University, Nairobi.

Jack had come for consultations after an assignment for UNESCO in Malawi and Uganda to develop the community education components of a new

- a quick transition from theoretical to practical - is their key word. "Not everyone agrees," says Jack who, as usual, is "reminded of a story" - this one about an Italian mason caught shouting at some children who had stomped through his freshly laid sidewalk. "Hey Carbucci, don't you like children?" "Sure," he says, "but I prefer them in the abstract, not in the concrete."

"One day we'll retire home to Philadelphia," insists the couple, now into their 60s, "But even if one day we leave Africa, and we've thought we were leaving many times, our experiences in Africa will never leave us". Apparently, neither will UNESCO.

Betty WERTNER

DANIEL LEFÈVRE: "CONSCIOUS" OF THE RISKS

Daniel Lefèvre would have had good reason to be anxious. But on January 16, the eve of his departure for the war-torn city of Dubrovnik - which has been decided only hours earlier - the most he will concede is that his work there could be slightly difficult.

An architect since the early 70s, and Chief Architect of Historical Monuments for the French Government since 1987, Daniel Lefèvre, 37, has to make sure his office and staff of seven in the heart of Paris, will continue to function during his three-week absence. Works in progress? The "classic" work of an architect, but also protection and restoration operations which, when they concern the monument-rich departments of Finistère and Morbihan in western France, fall under his charge.

His departure for Dubrovnik, a voyage for which he volunteered his services, is the second such mission undertaken by UNESCO in recent months. The first, in December, carried out a preliminary evaluation of the damage inflicted on the old town during the bombings earlier that month.

The aim of this second voyage is strictly technical - to draw up the broad lines of a preliminary protection plan, for which UNESCO has just set aside \$200,000. However, it has also meant that Lefèvre has had to learn something of the mysteries of diplomacy. In other words, he has to learn how to wear his new cap as a UNESCO "observer" - which, for him as well as the second observer on his team, Canadian architect Dinu Bab-



DANIEL LEFÈVRE (RIGHT) ON THE JOB

muru, director of Heritage-Montreal, is neither easy nor hazard free in the Dubrovnik of today.

Though married and the father of three children, he stresses that he is facing up to these risks "fully conscious" of what he is doing. Why then, has he volunteered for the voyage?

Because the things that happen outside his own borders have always fascinated him - he has travelled, out of curiosity and for the fun of it, from Nepal to the Congo, through North Africa and Sri Lanka.

Because he is passionate about his job, and Dubrovnik is, unfortunately, set to become a huge restoration site.

Because he "belongs to a generation which believes that the United Nations system is important". And finally because "the protection of world heritage can help mankind: I think Dubrovnik would have suffered even more if it were not so beautiful".

René LEFORT

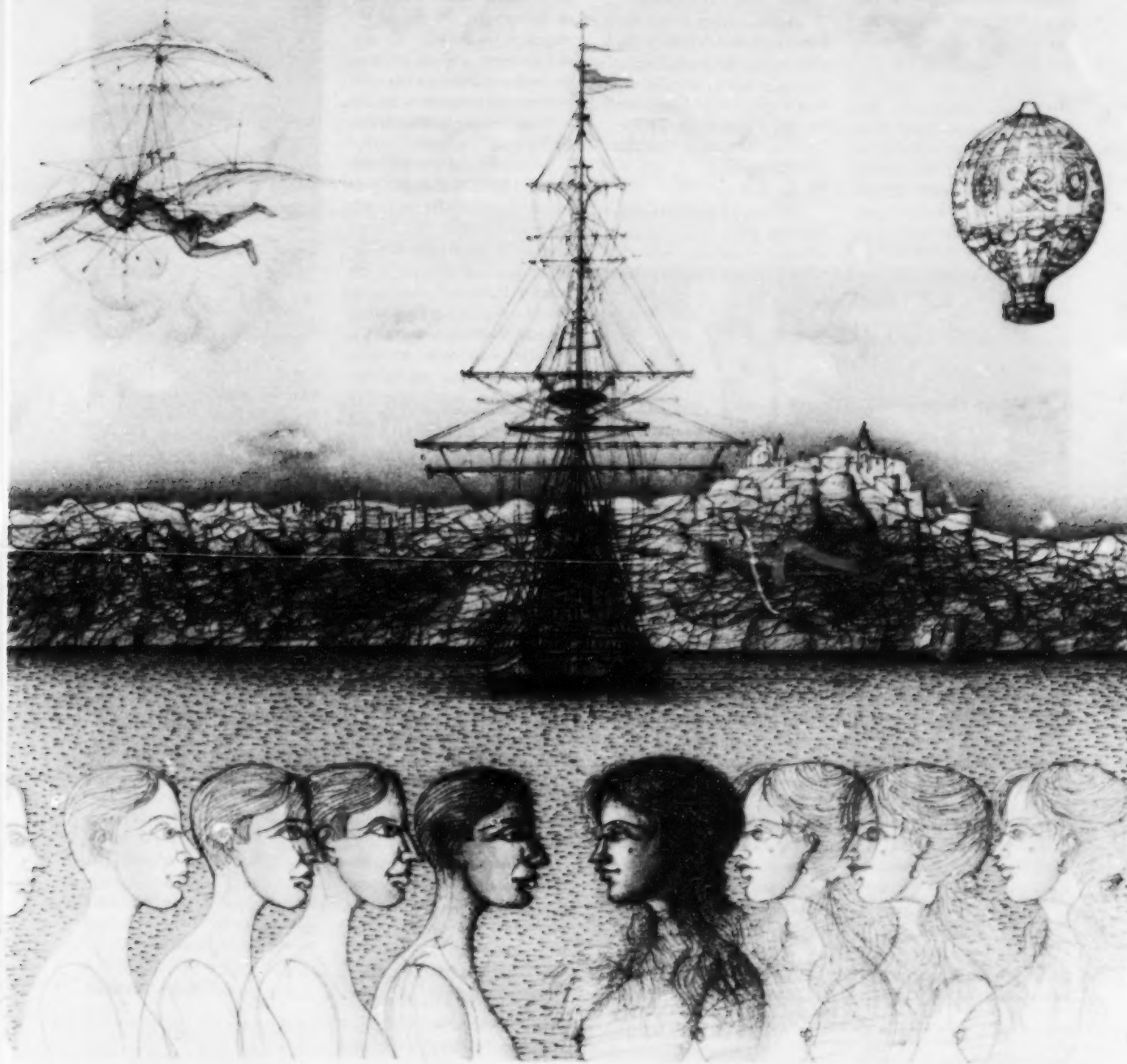
● **WHAT IS UNESCO AND WHAT DOES IT DO?** Such were the questions posed by 46 young "journalists" from the Las Cases de Paris school, who were accorded an "exclusive"

interview with Director-General Federico Mayor at Headquarters on January 31. The children had requested the interview for their school newspaper, launched last year by the

students with the aim of increasing their participation in the life of their community. They intend to write an article on UNESCO and its mandate with particular emphasis on literacy

work and safeguarding campaigns, and suggested that specialists dealing with these areas visit their school to provide them with more information on these subjects.

UNESCO



THIS POSTER BY FRENCH PAINTER JEAN CARROU IS ONE OF A SERIES, "ARTISTS FOR UNESCO", PRODUCED ON UNESCO THEMES AS A JOINT UNDERTAKING BETWEEN THE ORGANIZATION AND THE INTERNATIONAL ASSOCIATION OF ART (IAA).

UNESCO AND NGOs - A BLENDING OF TALENTS

Since the time of its founding, UNESCO has cooperated with non-governmental organizations, many of which, as French philosopher Jean d'Ormesson explains (page 9), were created under its aegis. Over the years, this cooperation has taken on different forms: the vast International Council of Scientific Unions, for example, has helped set up of a major part of UNESCO's programme (pages 15-16); the much smaller Ecoles sans frontières has been charged with running a literacy project in Laos (page 11); and another group of NGOs is carrying out the preparatory research for the International Year of the Family (page 14). Finally, NGOs also work with UNESCO on the establishment of international conventions - from their conception to the surveillance of their application (page 10). These few examples illustrate the special partnership that exists between these organizations, so different in their form yet working towards a common goal.

The second half of the 20th century has been marked by an explosion in the phenomenon of associations. The number of international non-governmental organizations (NGOs) working closely with the United Nations in the early fifties couldn't have been more than a few hundred: in 1981, a UN report put that figure at about 20,000. The blossoming of associations throughout the various countries has been incalculable.

No segment of society is without its associations. They provide a myriad of partners for every UN organisation. What is striking in the movement is the diversity of the organisations, of their structures, of their fields of interest and the personalities comprising them.

The Nobel peace prizewinner, the biochemist who examines a summary of the research done by his counterpart on the other side of the world, the social worker who helps a woman from the Brazilian shantytown to bring up her children - all have something in common: the determination to improve humankind and the conviction that this work must not simply be left to governments. Civil society should have its say as well.

Since its creation, UNESCO has developed specific relationships with the non-governmental organizations (NGOs) and for very good reason: if there is any United Nations organisation which naturally needs these links with other associations, it's

UNESCO. Without the wealth of its relations with the intellectual and academic worlds, it would have lost its vocation as a forum of knowledge, and would have turned into a purely "technical institution", to use an expression of the doyen of NGOs, Jean d'Ormesson. "Of all the United Nations agencies, UNESCO has shown itself to be the most open to NGOs, and has developed the most advanced cooperation with them," says Robert Harris who, from 1984 to 88, headed the permanent committee of UNESCO's NGO partners.

PERMANENT CONSULTATION

UNESCO maintains a relationship of permanent consultation with the non-governmental organisations. For their part, the NGOs said in a 1987 report that they believed they "played a major role in helping UNESCO develop its programme over the past few years." The NGOs also serve as virtual reservoirs of experts upon whom UNESCO can call when it implements a project, as the organisations associated with UNESCO are first and foremost professional ones. UNESCO has also helped set up organisations, such as the International Music Council or the International Association of Universities. To these "offspring," the Organisation has provided significant subsidies and helped them get off the ground. It has also encouraged them to open up to complementary disciplines and to reach out beyond the Western world.

Within the United Nations system, UNESCO is also the agency with the firmest framework of relationships with NGOs. Five hundred and eighty five NGOs have "official" relations with UNESCO (see pages 12-13), about seven times more than in 1949.

All the associations that Sources interviewed for this month's dossier unanimously praised the state of their relations with UNESCO. One official from the International Federation of University Women sums up the general impression thus: "If UNESCO and the NGOs were the only ones involved, relations would be easy. But the Member States vacillate constantly between an attitude of cooperation and one of reserve." The NGOs "make them uncomfortable" by not taking the trouble to adopt "diplomatic niceties," she says.

It's true that, at regular intervals, representatives of Member States, mainly from the Third World, complain about the amount of money being given to the NGOs. They also worry about how this money is controlled.

However, UNESCO does not distribute subsidies and contracts with an attitude of "take the money and run." The subsidies are limited to a few NGOs and allow UNESCO to tap into the ideas and proposals of the intellectual community. The contracts are signed when a precise project, which is part of the UNESCO programme, needs to be implemented.

These two forms of financing are the subject of eternal controversy: some find subsidies preferable because they are a greater guarantee of independence for the NGOs. Others argue that contracts allow for a greater measure of control. UNESCO's policy is to preserve a certain balance between the two complementary forms of financing. *"In any case, the associations must not be seen simply as agents for the implementation of UNESCO's projects,"* says Georges Malempré, who heads the unit within UNESCO which is responsible for relations with NGOs. Besides, the funding of NGOs should be kept in perspective: its total does not even add up to three per cent of UNESCO's budget. It should also be seen as an investment.

For its part, UNESCO can play a triple role stresses Malempré, giving *"support, advice, and coordination."*

If NGOs serve as *"instruments"* of UNESCO in certain areas, they can also profit from UNESCO's institutional aspect. While, for example, the archivists associations can help create an international convention, they alone cannot have it adopted by the Member States. That role is, by

Toute Détresse) Fourth World found, with the help of UNESCO, \$200,000 for a development project in Haiti.

Hence, UNESCO is far from being just a source of income for NGOs. Times being what they are, financial aid is not what it could be and then some NGOs have big budgets compared to their growth. UNESCO, with its ethic of development, can act as a catalyst, the initiatives that it takes being relayed afterwards by NGOs, sometimes in association with other agencies.

Finally, UNESCO can, under its auspices, gather together different NGOs to ask them to work on a subject of mutual interest. Relations with the NGOs are never so useful as when they are able to establish a constant give and take. These relations can certainly be improved upon and result in a real *"interweaving"*, as advocated by d'Ormesson. And the desire for openness is there.

UNESCO has, to a certain extent, encouraged organisations which conform somewhat to its image: a global presence, multilingualism, strong democratic mechanisms. Today, it also stresses the impor-

national Ocean Institute do not wish to become huge international organisations, with the heavy machinery that implies. However, their objectives are the same as those of UNESCO and joint projects already link them.

Malempré stresses that UNESCO does not want to maintain a *"dependant clientele."* New networks must be cultivated: it's surprising, for example, that in the world of sport or cinema and television, it should be so difficult to mobilise opinion on the problems of violence, drug-abuse in sport or North-South technological cooperation in the areas of broadcasting.

ENCOURAGING CO-OPERATION

Today, the great problems affecting human societies have a global character, and cannot be understood in the light of only one discipline. One needs only to think of ecology, which promises to be one of the major themes of 1992 with the Conference in Rio de Janeiro in June: not only will oceanographers need to exchange information with biologists, but even the most hardcore scientists agree that the social sciences have something to say. The same could be said for urbanisation, AIDS, or world hunger...

At the same time, the Member States and the large intergovernmental organisations have become more humble after a period of wilful optimism - and ambitious promises such as the eradication of illiteracy by the year 2000. They have also become more aware of the usefulness of mobilising all those willing to help. The Rio conference, which comes two years after the Conference in Jomtien (Thailand) on Education for All, could mark this turning point.

Cooperation between the non-governmental organisations and the intergovernmental institutions is at the heart of the search for solutions to the great challenges of our time. The first are essentially more mobile and freer, while the second have considerable means at their disposal and can mobilise the international community.

The waves of democracy which are sweeping whole continents can only encourage a joint mobilisation: *"in a growing number of States,"* stressed Malempré, *"civil society is no longer regarded as a marginal phenomenon, but as a determining element in development, as well as in the protection of freedom."*

Nicolas MICHAUX

necessity, reserved for an organisation like UNESCO. When the African states want to establish a scientific programme on the food crisis, it is not towards the scientific NGOs that they turn but towards UNESCO. It's up to the Organisation, then, to call on the scientific community to open up this new area of activity. UNESCO can offer moral weight to the projects dear to NGOs. It can also offer an international guarantee which is sometimes the boost they need to find funds. That's how the French-based International Movement A.T.D. (Aide à

tance of regional groupings, sometimes better equipped to express a specific cultural identity and more mobile than larger organisations.

Even if UNESCO's associates are specialist agencies, the Organisation also takes account of the development of the world of associations, of the blossoming of humanitarian movements. Witness the resolution adopted at its last general conference aimed at allowing more formal relations with national foundations or network associations. Reporters Sans Frontières and the Inter-

THE IMPERTINENT HUMANIST

Over 40 years after setting up one of the Organization's major non-governmental partners, French academician Jean d'Ormesson takes a cool look at UNESCO/NGO relations

At the age of 66, he still has the captivating smile of a young man. In fact, he may have been wearing that same smile in 1949 when the French economist Jacques Rueff met him on a Paris street and said: "UNESCO wants to set up an association for philosophy and humanistic studies that would be the equivalent of ICSU" (the NGO grouping the scientific community, see pp. 15-16) and asked him to help. D'Ormesson agreed "for three months" to participate in setting up the International Council for Philosophy and Humanistic Studies, first as Deputy Secretary-General, then from 1971, Secretary-General. This year, over 40 years later, he will finally retire from the job.

A former philosophy student at France's prestigious Ecole Normale Supérieure, a member of the French Academy since 1973, author of some 15 books, he was editor (1974-1977), then Director-General, of conservative daily *Le Figaro* for which he still writes a weekly column. At the same time, Comte Jean d'Ormesson, a "militant defender of tolerance" and, with regard to UNESCO, has, to use his own words, become a veritable "fellow traveller".

OTHER CULTURES

This relationship has "enriched him" with "a knowledge of other cultures and civilizations", but also through contacts with the international scientific community which, he says, "I would not otherwise have known." D'Ormesson is also aware that his own organization was "founded at the initiative and under the auspices of," thus "owes everything to UNESCO".

The Council, known by the tongue-twisting acronym ICPHS, therefore invariably addressed as CIPSHS (from the French acronym) has become "a network linking scholarship and the academic world with UNESCO". It is an umbrella organization grouping 13 major federations, academies and associations in some 150 countries, with a combined membership of well over a million intellectuals.

Co-operation with UNESCO helped the movement, which started in Europe, to gain a "global" dimension and to "direct its aid towards those who need it most, notably in Africa and Asia". The Council notably

acts as forum and publishing house, not least for the scholarly quarterly *Diogenes*, of which d'Ormesson is editor.

He has always "fought against bureaucracy", preferring "a light, flexible structure", and while admitting, tongue-in-cheek, that "this may be contrary to the idea

which, would risk splitting up into "linguists on one side and historians on the other".

"Young people are no longer inspired by UNESCO as they should be," d'Ormesson adds, recalling the crowds of young people who flocked to the debates he orga-

one has of UNESCO", he is convinced the Organization could also benefit from this outlook.

Now that UNESCO's role of "sponsor" is fading into the past, d'Ormesson foresees its relationship with ICPHS evolving along lines of mutual exchange, and advocates a genuine "interweaving" of UNESCO with the networks of intellectuals which have grown up around it.

Stressing his loyalty and attachment to UNESCO, "this great invention of the 20th century" beside which he has worked in a voluntary capacity for nearly a half century, he nonetheless warns of three dangers threatening the institution: politicization, bureaucratization and deculturation.

"These can be overcome," he says "as we have seen in a number of improvements brought about by Director-General, Federico Mayor". But he is "concerned to note that UNESCO is no longer a temple of culture" and he is "not at all sure it has the standing it should among intellectuals".

He also fears the NGOs may start to distance themselves. "This would be very serious", for UNESCO which would become a purely "technical institution", bogged down in "administrative red-tape", but also for the intellectual communities,

nized at Headquarters between the two arch rivals of French philosophy, Jean-Paul Sartre and Raymond Aron, and between French ethnologist Claude Lévi-Strauss and American philosopher Herbert Marcuse, organized in May 1968, at the height of the student revolt.

Today, d'Ormesson is concerned about the "woolly thinking" that has invaded official documents. He would prefer to see UNESCO "seething with ideas", an "academy open to the world, humming with the great debates of our time, on democracy, AIDS, ethics in science, for example.

"We should bring in the agitators" he says provocatively, insisting that NGOs could play a fundamental role in an enterprise aimed at combatting "lassitude and inertia" providing they speak out. They can serve as "catalyser" and stimulus for bringing issues out into the open and saying aloud what an intergovernmental institution can say only softly or not at all.

D'Ormesson believes that the "challenge can be met" but only with a dose of "insolence" and "impertinence" - a belief he holds in keeping with the commitment he made to UNESCO over 40 years ago.

Nicolas MICHAUX

SETTING THE STANDARDS ...

NGOs provide a vast source of professional expertise for establishing international norms... and ensuring they are respected

When Turkey sought the return of more than 7,000 cuneiform tablets from the former German Democratic Republic, it followed an internationally recognized procedure drawn up by the International Council of Museums (ICOM) aimed at facilitating the process and maximising cooperation between the parties.

Intervention by the International Union for the Conservation of Nature (IUCN) led to the scrapping of plans by the Government of Nepal to divert the Rapti River in the Royal Chitwan National Park for a hydro-electricity project, which would have seriously affected the grasslands ecology of this World Heritage Site.

These two examples highlight the vital role fulfilled by non-governmental organizations as standard setters and guardians of humanity's collective "conscience". Most of this work remains invisible to the layperson, but its impact is far-reaching.

ICOM, for example, has drawn up a code of ethics for museum professionals which has since been translated into 15

UNESCO's International Standards Section in the Physical Heritage Division. The Council was founded in 1946 by museum professionals and now boasts 10,000 members in 120 countries.

This combining of expertise is now swinging into action to help Africa's museums become more autonomous. "At the moment African museums are submitted to the whims of their governments," explains ICOM Secretary General, Elizabeth des Portes. "Any money they make gets turned over to the state and museum directors can be changed from one day to the next according to the mood of the politicians."

"To counteract this, ICOM and UNESCO have decided to carry out a study of existing legislation covering museums in each African country to draw attention to the problem and eventually helping to develop statutes to resolve it."

ICOM also works hand in hand with UNESCO to combat the trafficking of cultural property and protect the priceless treasures of humanity's heritage. Its regular newsletters publish details of stolen art works, which, last year, helped lead to the

of world heritage. Each cultural site nominated for inclusion on UNESCO's World Heritage List must be assessed by an ICOMOS team. "We have about 5,500 members organized into 63 national and 13 international scientific committees specialized in such fields as rock art, earth structures, historic towns and even vernacular architecture," says ICOMOS Director Leo van Nispen. "The access we have to such a wide range of specialists is our greatest advantage, and makes us a natural partner for UNESCO."

SOUNDING THE ALARM

ICOMOS' equivalent for natural World Heritage Sites is the IUCN. A site can only be included on the List if it has IUCN approval. Like those of ICOM and ICOMOS, IUCN members also double up as sentinels. Following a warning from the Union, for example, the World Heritage Committee was able to block a road construction project threatening the Kahuzie Biega National Park in Zaire and push for an environmental impact study to be carried out.

Although their work in the cultural field is most prominent, NGOs are also much relied upon by UNESCO in all domains when it comes to the setting of norms and standards, often working in an advisory capacity. "Guidelines for the establishment of monolingual thesauri", for example, which has proved an indispensable tool for the retrieval of databases, was approved and rapidly adopted by the International Standards Organization. And virtually no important meeting concerning Copyright takes place without NGOs such as the International Confederation of Societies of Authors and Composers or the International Federation of Actors and the International Federation of the Phonographic Industry. As Ms. des Portes sums up, the NGOs "are complementary partners with UNESCO, working towards the same ideals ... the Organization providing the professionals on the ground with the link to the world's governments" and the NGOs "connecting the governments to the professionals."



languages. "This code, which was commissioned by UNESCO and published in 1986 has become THE standard setting instrument for museums and their staff around the world and is becoming increasingly used as a guide for private collectors as well," says Lyndall Prott, head of

recovery of several Japanese objects stolen from the Tikotin Museum at Haifa in Israel and a bronze head stolen from the National Museum of Nigeria in Lagos.

The International Council on Monuments and Sites (ICOMOS) is another of UNESCO's major partners in the field

Sue WILLIAMS

IN LAOS, DOLLARS MAKE MORE SENSE

A new partnership between UNESCO and Ecoles Sans Frontières stretches money and expertise for an education project in Laos

Nang Keo is sixteen. All in all, she had three years at primary school, and what little she learnt there she has virtually forgotten. Her parents needed her to work in the house and the fields. She may have a broad smile on her lips, but life is no bed of roses in her mountain village in Luang Nam Tha, the northern province of Laos.

In this far-flung region bordering on China and Myanmar (ex-Burma), a

Norway - for developing literacy and post-literacy training among the ethnic groups of northern Laos". Three schools have been built in the region. "We could have paid for the services of an international consultant for three months. By choosing Ecoles Sans Frontières instead, we are managing to carry out a programme over a period of eighteen months - and a high-quality programme, at that". Marc Gilmer is a keen

stresses that there had been a whole two-way negotiation between ESF and UNESCO regarding the actual substance of the activities. As the starting-point for its work, ESF took the textbooks produced by the Regional Office of UNESCO in Bangkok and he, who has been a literacy instructor for more than ten years, waxes enthusiastic about them: "They are the most imaginative teaching materials I have ever seen". ESF has adapted the textbooks to the needs of the ethnic minorities targeted by its activities. In return, the association has promised to provide the UNESCO Regional Office with the results of the trials it is conducting.

LAOTIAN DESIGNED AND MANAGED

According to François Revert, the training course is "one of the first educational projects which the Laotians are designing and managing themselves". As a rule, he says, "donors turn up with the money and a ready-made project".

This venture was launched in the wake of the World Conference on Education for All, which UNESCO organized at Jomtien, Thailand, in 1990, in conjunction with UNICEF (United Nations Children's Fund), UNDP (United Nations Development Programme) and the World Bank. In point of fact, this Conference underscored the need for developing "informal" education and for mobilizing all manner of resources for learning purposes, including those proposed by NGOs.

There are plans to take the work being done by ESF a stage further. However, in François Revert's opinion, the challenge is much greater than that: "It will entail thinking out careful and detailed plans for literacy and adult education, not only with UNESCO, of course, but in liaison with UNICEF, with due allowance being made for future projects by UNDP and other NGOs." In other words, this example of co-operation between UNESCO, Laos and ESF may henceforth set the trend in this country.

Nicolas MICHAUX
(with François REVERT
in Vientiane)



patchwork of ethnic groups live mainly by growing rice, raising livestock and making the most of the resources of the forest.

With the encouragement of her parents, and with her heart set on improving a life of hardship and toil, Nang Keo has just completed a training course with 52 other girls from the region and is going back to her village with her head full of plans for the future.

The course taught her to read and do arithmetic, and gave her a basic grounding - virtually a survival kit - in such crucial subjects as health, family life, home economics, agriculture...

On completion of the training, each girl submitted a project of her own which she hoped to start up as a means of earning a living. Nang Keo is taking up silk-weaving. This training is the outcome of a "triangular" exercise in co-operation between UNESCO, the Lao State and an NGO. Marc Gilmer, of UNESCO's Education Sector in Paris, has described this as "a first" and "a shining example".

He went on to say: "We had about one hundred thousand dollars - provided by

advocate of the "value for money" provided by this small-scale French association.

François Revert, of Ecoles Sans Frontières, who works in Vientiane, stresses the fact that "the training we provide is not purely theoretical". Some 60 per cent of the courses teach such subjects as weaving, dressmaking, food preserving, improved vegetable growing and hygiene. He emphasizes that "everything is very straightforward" and goes on to add that "the training is geared to the level of the teachers", themselves women of the region.

"There has been a sharp decline in the quality and effectiveness of education in many countries. The poorest people, women and ethnic minorities are often debarred from any education at all" - advocates ESF. The scale of the problem is such that "new ways and means and completely new forms of partnership" have to be sought, in the bid to improve the quality of education. In the eyes of the association, an NGO is clearly in a better position to set up a project that means working closely with the population and the local authorities. François Revert

UNESCO'S RELATIONS WITH NGOs :

The United Nations cooperates with over 20,000 NGOs. UNESCO, on the other hand, maintains "official" relations with 585 international non-governmental organizations.

THREE CATEGORIES

According to its statutes, UNESCO may maintain relations with an international non-governmental organization provided it fulfils two conditions: that it is able and willing to make an effective contribution to the achievement of UNESCO's objectives; and that it is genuinely international - global or regional - by virtue of its membership, geographical scope, and the composition of its directing body.

Relations between UNESCO and NGOs are divided into three categories, according to the nature of co-operation.

Category C - "Mutual Information Relationship" - 282 organizations.

Category B - "Information & Consultative Relations" - 251 organizations.

Category A - "Consultative and Associate Relations" - 52 organizations.

In all three cases, these arrangements are designed to advance the purposes of UNESCO by securing **"the maximum co-operation from NGOs in the preparation and execution of its programme,"** and thus increasing international co-operation.

These relations imply reciprocal obligations between NGOs and UNESCO, ranging from the mutual provision of information in fields of common interest - the minimum - to the execution by NGOs of parts of UNESCO's programme - the maximum. The NGOs also play an important advisory role for the elaboration and execution of UNESCO's programme as well as for making this programme and its objectives better known among their members.

In addition, if the Director-General considers it appropriate, he can "maintain informal relations" with NGOs not included in one of the three categories.

BASIC

"UNESCO may make suitable arrangements for consultation and co-operation with non-governmental international organizations concerned with matters within its competence, and may invite them to undertake specific tasks." (Constitution of UNESCO, Art. XI, paragraph 4).

"Arrangements for consultation and co-operation will be made, on the one hand for the purpose of enabling UNESCO to secure documentation, advice and technical co-operation from international non-governmental organizations and, on the other, for that of enabling organizations

THE COLLECTIVE CONSULTATIONS

Every two years, a **Conference of International Non-Governmental Organizations** in categories A and B, is organized to take stock of their cooperation with UNESCO. The next Conference will take place next June 15 to 19.

The Conference sets up a **Permanent Committee** of 15 members which meets twice yearly and periodically organizes symposiums between members of the Secretariat and the NGO community to discuss various aspects of UNESCO's programme.

The Conference also organizes **Collective Consultations** of NGOs concerned with a particular "sector": literacy, youth, higher education, the family, and human rights - again for the purpose of preparing UNESCO's programme and undertaking joint projects to further its objectives.



A CLEARLY DEFINED PARTNERSHIP

It is their "international" nature which restricts this number. In addition, relations between NGOs and UNESCO are older, better defined, and more intense than they are with other UN agencies.

TEXTS

which represent important sections of public opinion to express the views of their members. Any arrangements made under these Directives shall be designed to advance the purposes of UNESCO by securing the maximum co-operation from international non-governmental organizations in the preparation and in the execution of its programme, and thus increasing international co-operation in the fields of education, science and culture." ("Directives concerning UNESCO's relations with international non-governmental organizations", Preamble, paragraphs 2 and 3).

AT THE INITIATIVE OF UNESCO

UNESCO, notably in the immediate post-war years, shortly after its founding, has sponsored creation of a number of scientific and cultural councils to reinforce co-operation between organizations pursuing similar or complementary goals. Among these are: The International Association of Universities (1950), the International Union for Conservation of Nature and Natural Resources (1948), the International Social Science Council (1952), the International Theatre Institute (1948), the International Council for Philosophy and Humanistic Studies (1949), the International Music Council (1948), and the International Council on Archives (1948). Most recently, UNESCO in 1987 helped set up the Panafrican Union for Science and Technology, admitted to Category B in 1991.

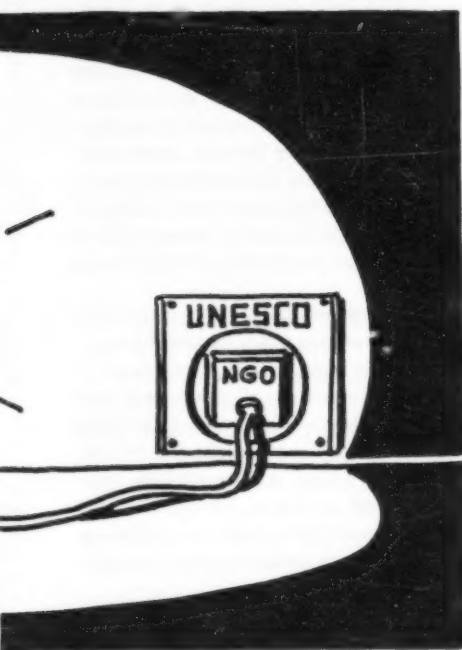
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SUBVENTIONS, CONTRACTS AND AIDS

UNESCO grants **subventions** - \$3,360,700 for the 1990-91 period - to 32 NGOs (categories A and B) which, through **their own activities** "make a particularly valuable contribution to the achievement of UNESCO's objectives". Three-quarters of this amount went to non-governmental organizations working in the areas of science and culture.

Contracts, on the other hand, are concluded with NGOs for specific activities to be carried out by NGOs in the framework of UNESCO's programme. Over the same 1990-91 period, 403 such contracts totaling over \$4 million were, in this case, more evenly distributed among UNESCO's various fields of competence.

Finally, financial assistance of nearly one million dollars was channeled through UNESCO's **Participation Programme** following requests by Member States for the execution by NGOs of their own projects, generally on the regional or sub-regional level, which fall in line with UNESCO's programme and objectives.



A PERFECT EXAMPLE OF "SYNERGY"

NGOs team up with UNESCO to prepare the programme for the International Year of the Family in 1994

The family is sometimes showered with praise but often scorned, and it has never lent itself to easy consensus. Thus, there was some room for doubt that bringing together 28 non governmental organizations to begin preparations for the International Year of the Family (1994) would be a simple task.

"It was a sensitive undertaking. The subject had been extensively researched, there was strong emotional involvement, and the terminology used was occasionally tricky," explained Ms Marie-Michèle Le Bret, rapporteur for the NGO working group, which is responsible for preparing IYF in conjunction with UNESCO.

This "family group", composed of NGOs with backgrounds as diverse as the Muslim World League, the Friends World Committee for Consultation (Quakers) and the International Council of Jewish Women, has nevertheless managed to do the groundwork and help establish the direction UNESCO will take for IYF.

Mr Suleiman Baldé, a programme specialist in UNESCO's Social Sciences Sector, has worked closely with Ms Le Bret throughout the preparatory phase. For him, the collaboration between the NGOs and UNESCO in preparing for the International Year of the Family is a perfect example of "synergy". NGOs define their objectives, with UNESCO providing technical and financial support and, at the same time, joining in the discussion of ideas. In return the NGOs carry UNESCO's action into the field, through, for example, training and research programmes and public awareness campaigns.

A "NATURAL" LINK

The collaboration between the NGOs and UNESCO stemmed from the very structure of these organizations - which are in a way "accredited" to UNESCO - and the numerous, often amicable contacts that have been established between their members and the staff of the Organization.

The group of 28 was established in 1984 at the biennial NGO Conference (see pp. 12 and 13) and meets monthly to discuss the directions of UNESCO's work in this domain and the role NGOs can play in the field to support the Organization. Ac-

cording to Ms Le Bret, the decision to entrust the preparatory work on IYF to the group was not the doing of any one organization but happened "naturally" as a result of the links that have grown up over the



years. The fact that these NGOs work "within the fields of competence of UNESCO", which considers them as "consultants", encouraged this collaboration, involving the Social and Human Sciences, Culture and Education Sectors.

The NGOs wish to be "a force for making proposals within the discussion process at UNESCO", stressed Ms Le Bret. For Mr Baldé, they represent a "reservoir of skills" and help to spread the Organization's ideas. This "reservoir" in no way, of course, excludes the skills proper to the Organization, which has also turned to its own experts for a contribution to the preparation of this International Year. Thus, for Ms Le Bret, UNESCO, far from being an empty shell, is an appropriate forum for a genuine "exchange of ideas" and joint action.

For example, a recent questionnaire on how the family is perceived, which was sent to 500 non-governmental organizations around the world, received a good response rate of some 163 replies. A brochure has been prepared from the replies and a symposium planned for mid-March at UNESCO headquarters focusing on the

educational role of the family and cultural change.

The results of this survey and the debates organized by the group of 28 are revealing. For a start, it is clear that the family is still a solid unit and that, more than ever, in this rapidly changing world, it represents a safe haven. As Ms Le Bret stressed: "The NGOs would like the family to be something naturally stable in an unstable world."

Secondly, the results show that NGOs are interested in the family. For 84% of those who replied, it represents "an important or priority issue" requiring genuine commitment. Seventy-nine per cent plan to become involved in one way or another in preparations for the International Year of the Family.

AN INSTRUMENTAL ROLE

The NGOs' interest is concentrated on the educational role of the family (66%), which is a considerably higher priority than the family and cultural development (22%) or the family and scientific progress (12%). For the NGOs, the educational role of the family is very widely considered to be instrumental in "the shaping of the personality" and in the individual's integration into society. The family is also felt to be the "guarantee of cultural identity".

The survey will undoubtedly provide plenty of food for thought at the March symposium. However, insists Ms Le Bret, the meeting will not be just a "showcase", but an opportunity for meaningful discussion backed up by serious study leading to "extremely specific lines of research" that will serve as a concrete contribution to 1994.

The harmony that has prevailed within the NGO working group, despite the sensitivity of the topic, is no doubt the result of the careful avoidance of pitfalls, or at least the most obvious ones, such as defining what a family is or should be. Instead, efforts have been concentrated on those issues, such as culture, development and changing social structures, that are having a major impact on all families of today's world.

Hervé CLERC

THE CHEMISTRY OF SYMBIOSIS

UNESCO and the scientific community combine their expertise to tackle the great challenges of our time

Take away the International Council of Scientific Unions (ICSU) and you cut a swathe through UNESCO's science programme, as the former head of the Organization's science sector Abdul Razak Kaddoura would say. ICSU was one of UNESCO's first partners, and for a good reason. Although the Organization was itself responsible for the creation of some NGOs with an intellectual bent, ICSU existed well before UNESCO was founded. In fact, if the letter 'S' appears in UNESCO's name, and if science is part of its mandate, it is in some measure thanks to ICSU's efforts and to the pressure exerted by the scientific community at large.

Indeed ICSU constitutes the assembly of the world scientific community. Founded in 1931, after the dissolution of its predecessor, the International Research Council (itself founded in 1919), today it is made up of 20 international scientific unions, 75 national institutions and 29 scientific associations. In all, 120 countries are represented. In China alone, several million scientists belong to ICSU member associations, while the American branch of the Union of Chemistry (IUPAC) counts hundreds of thousands of scientists.

A UNIQUE POOL OF EXPERTISE

ICSU is unique in that it has two types of members: international unions for individual disciplines, and national academies of science or research organizations, which are interdisciplinary. It thus constitutes a pool of expertise which can contribute to work on projects of planet-wide concern in a number of different disciplines - which is essential at a time when the world is becoming aware of the need for multi-disciplinary approaches to deal with issues such as the environment.

Ad hoc bodies within ICSU thus organize an entire range of interdisciplinary programmes, ranging from biotechnology to outer space, and including genetic experimentation. And naturally, its first task is to organize exchanges of information among scientists of all nationalities. In 1990, for example, it held about 500 meetings. It also publishes a multitude of journals, manuals, and reports.

It is not surprising, therefore, that UNESCO has developed a very special relationship with this assembly, especially as their basic principles have much in common. "ICSU's very first principle" explains Mike Millward, one of its officers "was non-discrimination: the right of all scientists the world over, regardless of their race, religion, politics, ethnic origin, nationality, sex or language, to participate in international scientific activities both inside and outside of their own countries."

Co-operation with UNESCO in the natural sciences was formally established by contract in 1947, and the same document -

organizations affiliated to ICSU play a vital role in the research being conducted on biodiversity. For example, specialists in this field are working to find a solution to Africa's food crisis, with the support of the African network of biosciences.

UNESCO must call upon the scientific community to frame answers to the great challenges of our time. "Here at UNESCO, there are no laboratories," points out the Assistant Director-General for the Natural Sciences Sector, Adnan Badran. So how can it be sure that global warming is in fact taking place? How can it measure the effects of coastal pollution? And in the ab-



virtually unchanged - remains in effect today. The partnership thus formed, however, has continued to evolve. ICSU is the major partner in joint programmes with UNESCO as vital as Man and the Biosphere (MAB), which is concerned with the earth's environment. An ecosystems expert will thus be assisting the MAB network in its selection of a biosphere reserve while seismologists have contributed to the International Decade for Natural Disaster Reduction. The

sense of sound research, how is UNESCO to come forward with major proposals for research and promote them through cooperation? While ICSU does not have laboratories at its disposal either, it has direct access to the scientists who do.

Mike Millward speaks of a veritable "symbiosis" between UNESCO and ICSU: "their ever-strengthening co-operation has never posed any major problems, given that their views and strategies are identical."

Under the contract drawn up in 1947 by the two parties, ICSU receives subventions from UNESCO. During the first year this sum amounted to more than half of the Council's income. Its importance has diminished considerably since that time. The 1992 subvention of \$420,000, which is about one eighth of the total subventions provided to NGOs by UNESCO, thus forms only about 12% of ICSU's regular budget of \$3.6 million. But, as Mike Millward points out, "UNESCO aid actually tends to generate much more aid." ICSU managed, in 1990, to mobilise \$7 million in extra funding from a wide variety of sources, and distributed it among 70 projects carried out in co-operation with UNESCO, or at least in line with its priority objectives.

Quite early, co-operation between the two organizations began to focus on the disadvantaged. Millward estimates that today, 40% of these seven and a half million dollars directly benefit the development of science in Third World countries. UNESCO and ICSU have developed science and technology education programmes for key personnel in developing countries. They also participate in three-way projects, with the Third World Academy of Sciences. One example of this three-way co-operation was a series of conferences organized recently, which en-

abled Professor Richard Keynes of Cambridge to deliver a series of lectures in Latin America and Morocco on recent breakthroughs in neurology, on Darwin and on the role of biology.

Is UNESCO right to let an outside body carry out a whole section of its activities? "But," protests Adnan Badran, "it doesn't just hand over the money for ICSU to do as it likes with it. It is UNESCO that sets the main lines of action, which are discussed and adopted by its Member States." "UNESCO," he adds, "is very useful to ICSU, precisely because of its institutional character." It enjoys formal and direct access to States that NGOs do not have, and can serve as a bridge to other United Nations bodies.

"A FULL SAY"

This "symbiotic" co-operation will obviously be demonstrated at the event of the year, the UN conference on the environment and development to be held in Rio de Janeiro in June, and for which the conference secretariat has asked ICSU to act as its main scientific advisor. "NGOs don't often have access to this type of forum, and this time the scientists, through ICSU, are looking forward to having a full say at the conference," Millward declares.

To this end, ICSU organized an "Earth Summit" in Vienna in December. One

speaker there summed up the future of the scientific community as follows: "20th-century science must become a part of society, and organize itself to shoulder its new responsibilities," (as reported in the French daily *Le Monde*, 18.12.91). Not so very long ago, a statement of this kind would have aroused the indignation of more than one scientist. "Our duty as scientists is to step up efforts to play our part in the growing interaction between science, government, international organizations, trade and industry," pointed out M.G.K. Menon, President of ICSU. For Adnan Badran, UNESCO only stands to gain from ICSU's work, which "working in parallel, has come to the same conclusions and established the same priorities as those of UNESCO's General Conference." "What better tribute could UNESCO's proposals have received than the approval of the entire international scientific community?" he adds.

Mike Millward also emphasizes the "complementary nature" of UNESCO's and ICSU's contributions at the Rio conference, and fully expects "new forms of co-operation" to be opened between the two. What will these be? "We don't know yet, but whatever they are, they will be drawn up jointly."

Nicolas MICHAUX

TO FIND OUT MORE ...

BASIC DOCUMENTS available from the Division of NGOs and Foundations.

LIST OF TITLES and addresses of NGOs by category as of July 1991. Bilingual Eng/Fr Category A - Consultative & Associate Relations (52).

Category B - Information & Consultative Relations (251).

Category C - Mutual Information Relationship (282).

INFORMATION CONCERNING COOPERATION BY UNESCO WITH INTERNATIONAL NGOS. Basic statutes, history, General Conference and Executive Board resolutions, NGOs by category, NGO Conference, subventions, contracts, etc. BRX/ONG/INF, regularly updated. Last issue March 1990, 65 pp., English and French.

Further information can be obtained through the **Permanent Committee of NGOs**, UNESCO Headquarters, 1 rue

Miollis, 75732 Paris Cedex 15, France. Seventeen NGOs have offices at the same address. Among these:

INTERNATIONAL COUNCIL OF MUSEUMS (ICOM)

Publishes a quarterly bulletin **ICOM NEWS**, containing information on ICOM activities. It also operates a **Documentation Centre** and its computerized data bank network, open to the public.

INTERNATIONAL COUNCIL OF SCIENTIFIC UNIONS (ICSU)

Publishes a quarterly **NEWSLETTER** "Science International", the ICSU Yearbook and an Annual Report.

INTERNATIONAL ASSOCIATION OF UNIVERSITIES (IAU)

Publishes a quarterly **BULLETIN**, bilingual French and English, and other authoritative reference works, including the **WORLD GUIDE TO HIGHER EDU-**

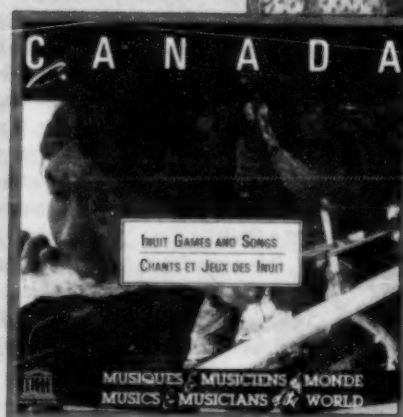
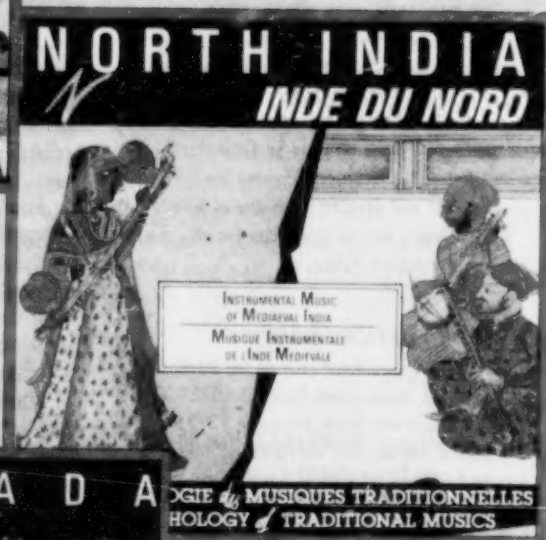
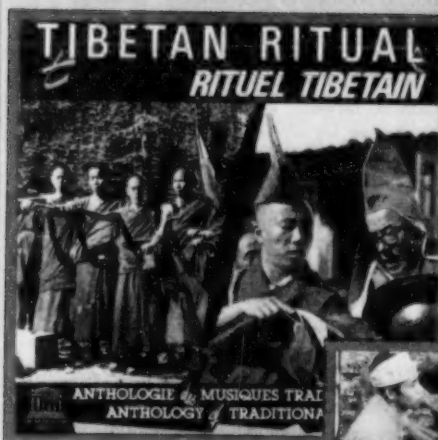
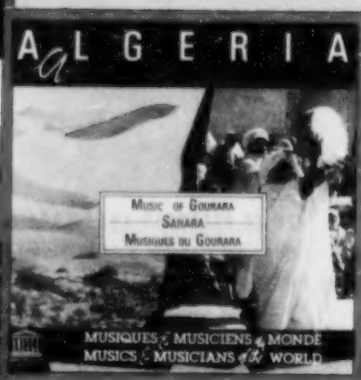
CATION. It also operates the **UNESCO/IAU INFORMATION CENTRE FOR HIGHER EDUCATION.**

INTERNATIONAL COUNCIL FOR PHILOSOPHY AND HUMANISTIC STUDIES (CIPSH)

Publishes the scholarly review - **DIOGENES** with articles in all the disciplines - Ethnology, Linguistics, Psychology, Philosophy of Science, History of Religions, etc. Information materials on CIPSH and the Council's activities, as well as a list of works published under its auspices, are available on request.

INTERNATIONAL SOCIAL SCIENCE COUNCIL (ISSC)

The **ISSC BULLETIN**, "News from ISSC", inserted in UNESCO's quarterly **International Social Science Journal**, contains information on ISSC and its Members, as well as bibliographical data on publications, including *Women in Science*, the result of a recent UNESCO study.



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EDUCATING TO GROW

A new education system designed for Mauritians, by Mauritians

● **VENICE RESTORED 1966-1986**, a richly illustrated 236-page book, just published by Electa (Milano, Italy), describes the UNESCO campaign and the contribution of private organizations to restoration of the city after it was flooded by a sudden and catastrophic *acqua alta* on November 4, 1966, 25 years ago. The various bodies that



answered the UNESCO appeal not only gathered funds, but closely followed the restoration work on some of the most important monuments, especially the city's churches and their art treasures. This campaign included a number of in-depth studies of restoration techniques with avant garde result, particularly those used for restoring marble and stone corroded by atmospheric pollution. The results of this work are described and generously illustrated here in this valuable and practical guide for all lovers of art and Venice.

▼ **LATIN AMERICAN WOMEN'S**

WRITING was the theme of an international symposium held at UNESCO headquarters from January 23-25. Round tables, art exhibitions, films and a panel of writers were organized for the symposium, which marked the first in a series of events this year by which UNESCO will commemorate the 500th Anniversary of the Meeting of the Two Worlds.

UNESCO SOURCES

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• "We really had no choice. Given the small size of our country and the limited resource endowment, the only viable alternative was to bank on the enrichment of our human resources." For M. R. Sithanen, Mauritius' finance minister, this type of investment was an unavoidable step along the road to the island's development.

• Mauritius is the envy of much of the Third World. "A meeting of three continents: the charm of old France, the exuberance of Africa and the mystery of the East," as the tourist brochures put it. The island is lucky enough to be able to offer to a growing number of tourists - over 300,000 last year - the beauty of its countryside and the lure of a cosmopolitanism probably unequalled elsewhere. It is home to an extraordinary patchwork of peoples of European, African, Malagasy, mixed-race, Hindu, Moslem and even Chinese origin; a little world of one million people living harmoniously in a democratic system and enjoying a higher standard of living than the average Third World country, with a per capita annual income of about \$2,000.

• **500 INHABITANTS PER KM2**

• But with more than 500 inhabitants per km2 over a surface area of 1865 km2, Mauritius also has one of the highest population densities in the world. With no possibility of claiming new territory, the amount of available cultivated land running out, and the engine which traditionally drove the Mauritian economy, sugar-cane, being insufficient to finance development, Mauritius looked to the outside world and its markets to fuel its growth.

• This choice led to the "Mauritian miracle" of the eighties, with an annual growth rate of nine per cent. Small industries mushroomed, especially in the export processing zone where almost everything is imported, from raw materials to technology, and most of what is produced is exported. The service sector, including the civil service, employs 40 per cent of the workforce and counts for almost half of the GNP.

• This successful raid into the world market was helped along by a valuable asset: a cheap and relatively highly qualified workforce. In Mauritius, where schooling has

been free for years, about 80 per cent of the population is literate.

But, in the context of world competition, no position is unassailable. Inflation has taken its toll, the cost of the workforce has risen, and growth has been such that the island is now threatened with a lack of qualified labour. "To sustain the growth momentum, we will inevitably have to rely on substantial improvements in productivity at all levels," concludes the finance minister. This means investing more heavily in sophisticated machinery, but even more importantly, giving the workforce a better education, especially at the secondary and higher levels.

RADICAL REFORMS

Thus was born the idea of a new and "endogenous" development strategy based on a radical reform of the whole educational system. "The success of our future economic and social development is founded on the effectiveness of our education policies."

Despite determined and constant efforts by the Mauritian authorities, the present education system is an area of major shortfalls. Predictions based on current data show that one quarter of the children who enter primary school will drop out at the age of 12 or 13 after having failed their Certificate of Primary Education twice. About half will have left before the age of 15. Some 48 percent of children repeat the last year of primary school and 31 percent the last year of Secondary School. Only eight in every 100 students who make it to Secondary School actually pass their Higher School Certificate. The schools, many of which are notoriously under-equipped, offer inconsistent and generally weak teaching methods, which means that academic success is dependent upon children getting outside tutoring at the expense of the family. Higher education is still in its embryonic form; only 1650 students are enrolled at Mauritius' university out of a total school population of 200,000. In other words, while most children (98 percent) start school, very few complete their education.

The next phase - putting the idea into action - saw the preparation of "a plan designed entirely on Mauritian realities,

prepared by Mauritians, for Mauritians, set up by Mauritians", explains Education minister M. A. Parsuraman. This "Master Plan for the Year 2000", as it has become known, was adopted last year after months of discussions to ensure that it would be truly intersectorial, interdisciplinary and reflect a national consensus. Since it is the main component of a "human resources development" whose end result is not only educative, but also economic, cultural, social, even political (to promote democracy), practically all state sectors contributed. It would be difficult to find a group of teachers or parents, an employer, profes-

to technical and professional teaching, be enlarged to include the entire educational system so that it rest on solid foundations. They also offered their expertise to the Mauritians in the areas where it was lacking: permanent education as well as technical and professional teaching, and the "modelling" which showed up all the implications of various choices and allowed the Mauritians to make a fully informed decision.

The result? A "remarkable" plan which will allow "the economy to advance and society to move ahead in good conditions with the changes necessary to maintain Mauritius in the group of newly-industrialised countries," in the words of UNESCO Director-General Federico Mayor.

ACROSS THE BOARD IMPROVEMENT

In its essence the plan aims to ensure basic education lasting nine years for all children, an improvement in the quality of teaching at all levels with special emphasis on teacher training, a reduction in social or geographical inequalities through sustained attention on the weakest teaching establishments, a strengthening of links between the academic world, parents, the community and the workplace, and a more efficient management. The curricula will be broadened and made more flexible for students of different learning abilities. As Mauritius is a multi-lingual society more attention will be paid to improving the teaching of languages. More emphasis will also be given to sports and creative activities, and at secondary level, students will be encouraged to study scientific and technical subjects.

The plan is breaking ground in Africa. The message from the Conference on Education for All, held in Thailand in 1990, was a double one: apply the Jomtien message on the basis of a long-term education strategy that is rational, feasible and rooted in national consensus; help yourself and heaven will help you. Mauritius is among the first to have heard that message. Its plan fulfils the first criteria. It then turned to the international community to finance the project, which will cost an estimated \$61 million, of which Mauritius has undertaken to cover one third. A conference of donors, held at the UNESCO headquarters, last November, pledged \$49 million. ■

nal or union organisation, or an educational institute - teachers and students - which has not had its say in this often passionate national debate.

Dialogue also took place with the intergovernmental organisations (principally UNESCO, of course, but hand in hand with the UNDP, UNICEF, the International Labour Organisation, the World Bank, and the African Development Bank). "We are listening to you," the minister was in the habit of saying to the representatives of these organizations, "but the plan will be our own."

Amongst the advice suggested by these outsiders was that the initial plan, limited

- ●
- **EDUCATION FOR ALL:** Purpose and Context, is the first of three monographs to be published jointly by UNESCO, UNDP, UNICEF and the World Bank and dealing respectively with the purpose, vision and requirements of the campaign to make basic education universal and reduce illiteracy.
- Each monograph is based on the debates and printed and audio-visual materials presented at the roundtables held during the World Conference on Education for All (Jomtien, Thailand, 1990).

- ▼
- **"PERIOLIBROS",** a system of publishing books through newspaper supplements will be set up in Latin America to make literature more accessible to all.
- Under an agreement signed on January 14 by UNESCO and the publishing house Fondo de Cultura Economica, bi-weekly supplements of novels, poetry and short stories will be inserted in all national newspapers in the region's 24 countries.
- The project will be funded by the newspapers, private enterprise and various other sources, with a start up contribution from UNESCO and the Fondo de Cultura Economica of \$90,000.
- The project will also reach Puerto Rico and parts of the United States with large Spanish-speaking populations such as California.

- ●
- **THE YOMIURI SHIMBUN,** Japan's largest daily with a circulation of nine million, has so far raised \$3.7m for literary projects in 41 developing countries.
- Launched in May 1989, in the run-up to International Literacy Year (1990), the fund-raising campaign has been carried out in collaboration with the Federation of UNESCO Associations in Japan and the UNESCO regional office in Bangkok.
- More than 1500 schools in the country have also participated in the campaign.

LEARNING TOGETHER

Video Training Packages for Parents and Their "Special" Children

OVER A MILLION DOLLARS

(\$ 1,118,363) in contributions was distributed amongst 97 projects by UNESCO's CO-ACTION PROGRAMME in 1991. The Programme helped build schools and school libraries in Africa, Asia and Latin America and provided books, audiovisual and other equipment to a large number of schools and



LEARNING A TRADE (Photo UNESCO).

training centres for the handicapped. Enabling individuals and organizations to participate directly in development, the Co-Action Programme also supplied tools, sewing machines and other aids like the equipment with which a Research Trust in India is teaching trades to runaway children. Catalogue on request.

Co-Action Programme

GUIDE TO COMMUNITY-BASED REHABILITATION (CBR) SERVICES,

No. 8 in UNESCO's Special Education series, introduces teachers, parents and community workers to CBR (as opposed to institution-based rehabilitation), an alternative approach to services for the disabled and their families in developing countries. The 96-page booklet, by Brian John O'Toole, describes several CBR projects and examines the assumptions and strength of the approach.

Special Education Unit

"That's it, Upali. You can do it." said his father lifting the 3-year old boy up to the low-slung branch of a Mango tree. Then, his father let go, and Upali did it! Gripping the branch, he hung free as other children looked on cheering.

Something of a feat even for a "normal" child of that age, no-one, least of all Upali and his father, would have believed the boy, who has severe motor disabilities due to cerebral palsy, could manage it.

The scene was shot in a mountain village in Sri Lanka for a 60-min. video, part of a UNESCO-sponsored training package for community workers, pre-school services, primary health personnel, and aimed especially at parents and families in the Third World whose children have some form of delay in their physical or mental development which impedes their full participation in society. The Sri Lanka programme, the latest of three, follows similar videos shot in Malawi and Uganda.

"About 10 per cent of children worldwide have special needs," said Dr. Roy McConkey, the specialist recruited by UNESCO for the project. "Around 90 per

ners build local working groups. It then took about three weeks in each country to shoot the videos in urban and rural settings showing children with a variety of disabilities engaged in playing and learning activities with their families and neighbours.

"One of our main objectives was to see if sorely needed video training materials could be produced locally," said McConkey, "and I think we all agree, the answer is yes, mainly by bringing together specialists in disability and child development with those in video production, and mobilized local groups around a common action."

Each programme, and its training manual, can be viewed as a whole or in sections. In "Socializing with adults", parents smile, talk, laugh into mirrors with their children, and especially do a lot of kissing and cuddling. "Socializing with other children," demonstrates pushing and pulling in wagons and a multitude of games like "Drop the Handkerchief".

Other sequences show how to help a child increase his or her mobility, identify and manipulate objects, and improve coordination,



DR. MC CONKEY CONDUCTING AN INTERVIEW WITH A COMMUNITY WORKER (Photo R. McConkey).

cent are in the developing world, and probably not one in 100 gets any help although we know that early intervention and stimulation can do much to attenuate their handicaps. The problem is that specialist-led programmes, commonplace in industrialized countries are rare in the Third World because personnel is scarce and resources lacking."

Dr. McConkey, along with another specialist, Sally Allen of Zimbabwe, began the project by helping national par-

dination, including of eye and hand movements, or by reaching, grasping, tearing, cutting, etc., develop muscles of the hand.

"What's most important," said McConkey, "is that parents see they can do more than simply feed and clean their children, that they can truly learn together."

"Parents and community groups then become aware that, with early intervention, any child can learn."

Betty WERTHER

UNESCO SOURCES

For a full list of UNESCO publications, contact the nearest UNESCO office or write to UNESCO, 7, rue de la Libération, 75001 Paris, France.

AIDS FOR AIDS

A documentation service unlike any other

"It's a 'box of ideas' ... a place where people can seek and exchange information on getting the message out about AIDS." And, adds programme specialist Sonia Bahri, UNESCO's AIDS School Education Resource Centre, otherwise known as ASERC, is unique, catering for a world audience. "We have a bank of materials covering a broad range of cultures and age groups. So, for example, if an AIDS education campaign is being mounted somewhere in Africa we can show the organizers what has worked elsewhere in the region."

pragmatic approach, while in the Caribbean the image of death is often used."

During the 1990-1991 biennium ASERC received more than 200 visitors and answered almost 1300 written requests for information and documentation in Member States. Although ASERC is mainly a reference centre, it does lend out its materials and mounts exhibitions all over the world. Last year, 10 poster and video exhibitions were set up in different countries, and another seven were organized at UNESCO headquarters. Details of UNESCO's field projects in AIDS educa-



ASERC was established in 1988 with financial support from the World Health Organization, but only became fully operational last April. Based at UNESCO's Paris headquarters, it has a library of 130 videos, 350 posters and more than 800 publications used in various campaigns around the world. The centre is open to the public and is widely used by education authorities and specialists, as well as community groups and associations.

"Over the past 12 months we have been working closely with African and Latin American migrant groups in France, for whom the French AIDS campaigns mean very little," Ms. Bahri explains. "Our experience has shown us that different cultural groups are open to different messages - so what works for one people may not work for another."

"Europeans, for example, are most receptive to campaigns based on an aesthetic presentation, often using humour and plays on words. The African campaigns, on the other hand, use a direct,

tion are also available for consultation, along with slide shows and an extensive collection of games and other gadgets such as key rings that double up as condom holders, bumper stickers and badges that are used to support various campaigns.

Plans are now on the drawing board to establish similar centres in each region of the world. UNESCO's regional office in Bangkok (Thailand) now has a centre up and running, and work has begun towards setting up another at the UNESCO base in Dakar (Senegal). The Centre has also published a bibliography containing details of more than 1,000 documents and publications, and is preparing a selection of extracts from teachers guides to provide educators with an introduction to the range of support material available to them.

"Education is the only effective tool we have against AIDS," says Ms. Bahri. "ASERC's job is to make that education as thorough as possible."

Sue WILLIAMS

• **A 10-YEAR PROJECT** to increase understanding of biodiversity - the variety of the world's genes, species and ecosystems - has been launched by UNESCO with the International Union of Biological Sciences (IUBS) and the Scientific Committee on Problems of the Environment (SCOPE). Known as Bio-D, the project will concentrate on monitoring and research, using 25 of the MAB programme's biosphere reserves in different biogeographic zones. Some 1.5 million species have so far been identified by scientists, however estimations on the total number on earth vary wildly - from 5-10 million to 80 million or more.

• **THE THREAT TO ASTRONOMICAL OBSERVATIONS** posed by outdoor lighting, space debris, electromagnetic, chemical, particle and other forms of pollution, will be the theme of an exposition at Headquarters from June 30 to July 2. "Adverse Environmental Impacts on Astronomy", will combine lectures by distinguished astronomers, demonstrations and exhibits with discussions on how astronomical imperatives can be incorporated with future living patterns. Organized by the International Astronomical Association, ICSU and UNESCO, it is intended mainly for those responsible at government level with such matters as regulation of outdoor lighting, radio communication, etc., but all interested persons can obtain further information from Dr. S. Raither, Division of Basic Sciences, UNESCO, 1 rue Miollis, 75015 Paris.

• **THE OCEANS AND CLIMATE:** A guide to Present Needs, is the title of the latest publication from UNESCO's Intergovernmental Oceanographic Commission (IOC). The report summarizes what is and is not known, what is currently being done and needs to be done to improve our current understanding of the role of the oceans in the climate system. The 40 page document, No. 38 in the IOC Technical Series, is based on an international meeting of experts on ocean and climate change that was held in Valetta (Malta) last July.

AN EVOLUTIONARY LABORATORY

Dragons home makes World Heritage List

● **HOW TO INTEGRATE THE OLD CITY OF SANA'A** (Yemen) with the life and development of the modern agglomeration surrounding it? Such was the question posed at a seminar held in the 2,000 year old Islamic city from December 14-20 within the framework of UNESCO's International Campaign for the Safeguarding of Sana'a. Twenty one participants examined the links between cultural and economic development and conservation and how the revival of the ancient city would benefit the capital's entire population. The aim was to draw up guidelines for an integrated urban policy for the city, incorporating building and planning guidelines for new constructions which will be presented to the Yemeni authorities.

▼ **A 100-DAY RESEARCH CRUISE** of the Gulf begins this month to examine environmental damage from last year's oil spill during the war. Supported by the U.S. National Oceanic and Atmospheric Administration (NOAA), the Regional Organization for the Protection of the Marine Environment (ROPME) and UNESCO's Intergovernmental Oceanographic Commission (IOC), the cruise will also make the first complete oceanographic survey of the Gulf in 30 years. Some 100 researchers will take part in



THE MOUNT MITCHELL (Photo NOAA)

the mission aboard the 231-foot research vessel, Mount Mitchell and will study how the region has reacted to the oil and its likely long term effects. The mission will wind up on May 27 in Abu Dhabi.

The world's only community of Komodo Dragons now has an uncontested and internationally recognized place they can call home. The dragons, the largest existing lizards on the planet, number about 5,700 and live in the Komodo National Park in Indonesia, which in December was added to UNESCO's World Heritage List.

of the International Union for the Conservation of Nature (IUCN) in his report on the site to the World Heritage Bureau. However, the park also shelters a number of feral domestic animals including horses, water buffalo and dogs that prey upon the giant lizards and other indigenous wildlife. The imprint of humanity's hand is also

The 219,322 hectare park covers the islands of Komodo, Padar, Rinca and Gili Motong, the surrounding waters of the Sape Straits and part of mainland Flores. It lies at the junction of the Asian and Australian tectonic plates, and as a result, has experienced a violent geological history that has endowed it with a complex evolutionary development, and stunningly beautiful landscapes. Apart from the remarkable dragons, which are about three metres long, weigh in at up to 135 kgs and may live as long as 100 years, it is home to a limited but unique range of plant and animal life: unique because the park also lies close to the Wallacean line, making it a transition zone across this hypothetical boundary that abruptly separates Oriental and Australasian animal groups. Thus, many of the fish, bird and mammal groups, as well as some invertebrates, that are abundant on one side of the line do not exist at all, or are found in very small numbers only, on the other side. "As a laboratory for studying (evolutionary) changes, Komodo National Park ranks highly among a few similar areas already recognized for their unique history, the Galapagos and Hawaiian archipelagoes being the best examples," notes Jim Thorsell

visible in uncontrolled burning of grasslands, illegal logging of forests and the practice of dynamite fishing that has degraded large areas of coral reef.

Despite these problems, the area has a history of protection that dates back to the middle of the 19th century, when the area's ruler, the Sultan of Bima, outlawed the killing of the Komodo Dragon or "Oro" as it is locally known. A management plan for the region was drawn up in 1979 and in 1990 a new, comprehensive conservation law was passed to reinforce the park's legal base. This has become even more important as tourism to the park has increased. According to Indonesia's Ministry of Forestry the number of tourists has risen from "less than 100 in 1980 to perhaps 15,000 last year". Most come to see the giant lizards, which have inhabited the region for millions of years, and baiting stations have been established to observe the carnivorous reptile. However the Indonesian authorities would like to broaden the tourist base to the park's other natural attractions, which poses one of the major challenges for the area's development over the coming decade.

Sue WILLIAMS

UNESCO SOURCES

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NEW VISTAS FOR OLD RAUMA

Exceptional Wooden Town in Finland enriches World Heritage

Like many other medieval settlements, Rauma grew from a trading centre into a town without actually being founded. Because of excellent harbour facilities, it developed on the shores of the Gulf of Bothnia until, when it received its privileges or charter on April 17, 1442, it was the fifth town in Finland.

It was built almost entirely of wood, for Finland was part of a great timber building zone extending from Norway to the Pacific.

Wood, however, burns, rots and can easily be demolished so that timber structures rarely reach great age, and Rauma was no exception. During the 16th century, the town was destroyed by fire three times, and again in 1672 completely consumed. Each time it arose from its ashes.

MEDIEVAL FRESCOS

The only complete building which has survived the 1672 fire is the 15th century Church of the Holy Cross, part of a Franciscan monastery destroyed in 1583. Many

pilasters, graceful window facings and light-coloured oil paints.

It was, however, in the 1890s, when the final years of the sailing ship era brought prosperity and a building boom, that elaborate, richly decorated woodwork in a Neo-Renaissance spirit brought the most sweeping changes to the urban landscape.

Last December in Carthage (Tunisia), nearly 550 years after its founding, Old Rauma was placed on the World Heritage List by the World Heritage Committee acting on the recommendation of the International Council on Monuments and Sites (ICOMOS) which called the town an "outstanding example of an old Nordic city constructed in wood, a veritable conservatory of traditional settlements in this part of Europe".

The Finnish Board of Antiquities, the Rauma Town Council, the Old Rauma Society, the Old Rauma Foundation, and other bodies, are determined to keep it that way. A town plan strictly regulates repairs,



OLD RAUMA
STREET VIEW:
KAUPPAKATU
(Photo:
Finnish
National
Board of
Antiquities).

times restored and extended, the Church notably boasts exceptional medieval frescoes and a unique Renaissance pulpit.

Following the medieval street network, buildings in the 17th and 18th centuries continued to be single-storied, set on long, narrow plots with a row of outbuildings facing the road and the actual dwelling at the end of a closed courtyard.

Facades of grey, untreated and unfaced timber were sometimes painted to improve weather resistance and imitate masonry. At the end of the 18th and beginning of the 19th centuries, a new style - Neo-Classicism - found expression in

alterations and new building, including in a "buffer" zone separating the old from the modern city. At the same time, it seeks to maintain a "living town" by for instance "guaranteeing the bristle and diversity of activities in Old Rauma" which now has 180 businesses and workshops.

The special committee implementing the plan insists, however, that nothing is quite so indispensable to preservation and improvement of the area as "continuous public and private enthusiasm" - except, perhaps, a good fire department!

Betty WERTHER

● JAPANESE ARTIST, IKUO HIRAYAMA, has pledged the proceeds from the sale of two of his works inspired by the temples of Angkor in Cambodia, to the appeal to safeguard this extraordinary site.



The money will be used to publish "Save Angkor" posters which will be sold in turn to raise funds for the restoration of the ancient Khmer temples. Meanwhile, a \$10,000 donation made by Colombia last December, will pay for the production of manuals that will be tested on primary and lower secondary teachers in seven regional teachers training institutes in Cambodia. The money was contributed to UNESCO's programme of emergency assistance for Cambodia.

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A number of **UNITED NATIONS DAYS** will be celebrated at the beginning of spring: International Day for the Elimination of Racial Discrimination, March 21; World Meteorological Day, March 23; and World Health Day, April 7. The major concerns of **CONTEMPORARY PHILOSOPHY** will be addressed during a **PUBLIC LECTURE** at Headquarters on March 25, by Professor Jules Vuillemin, who holds the chair of philosophy at the Collège de France (Paris). **THREE EXHIBITIONS**, also at Headquarters: a model school library, presented by the Unit for Educational Architecture from March 16 to 27; at the same time in another hall, works by the French sculptor Georges Boisgontier; and, from April 13 to 17, the Life of the Eskimos in Greenland. **PROSTITUTION** will be the theme of a day of round-table discussion and reflection, organized by UNESCO in collaboration with the French Association "L'Amicale du nid" (The Nest), on March 35. An International Forum entitled "**TOWARDS ECO-ETHICS: Alternative Visions of Culture, Science, Technology and Nature**", will be organized by UNESCO in Belém do Para (Brazil) from April 6 to 10. About 30 specialists are expected to participate. **RIVER SEDIMENTATION**, "Sediment Management", is the theme of the 5th International IRTCS/AIR/UNESCO Symposium, to be held in Karlsruhe (Germany) from April 6 to 10, in the framework of the International Hydrological Programme. **RELIGION AND AIDS**, a round-table discussion at Headquarters on April 7, will bring together about 20 experts, notably doctors, ecclesiastics, and scientists. Also at Headquarters on April 15, "**COUSTEAU AND CHILDREN**" will enable over 1000 ten to twelve year olds from primary schools in the Paris region to meet and question Captain Jacques-Yves Cousteau and Director-General, Federico Mayor, on the environment.

OUR NEXT ISSUE will focus on the assistance UNESCO is providing to promote an independent and pluralistic press, emerging in the wave of democratization.